

Program Evaluation Survey

CONTACT INFORMATION FOR THIS PROGRAM

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| 1. County | Tehama |
| 2. Program Name | At Risk, First Offender Program |
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THE PROGRAM

9. Briefly describe interventions that will be used in this program.

Faster client processing, intensive need based case planning and management, increased staff contacts

10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average," then the goal would be to improve the grade point average.

Reduced recidivism, increased academic achievement, increased school attendance, reduction in drug use, increase CAFAS and CBCL scores

11. Name and briefly describe the type of research design that you intend to use to determine whether or not this program produces the desired outcomes.

Experimental design with random assignment

12. Briefly describe the process evaluation research that you intend to conduct.

Process evaluation will assess the extent the program was implemented as planned by analyzing and describing the planning and implementation phases of the program. Also, the process evaluation will describe the profiles of the clients, the characteristics of clients who are more likely to complete the treatment program, and the interventions for both the treatment and comparison subjects.

COMPARISON GROUP

13. Will there be a comparison group?

Yes

14. If you answered 'no' to #13, how will the effectiveness of the program be evaluated?

NA

15. Will the treatment and comparison group subjects be randomly assigned from the same pool of

Yes

16. If you answered 'no' to #15, what kind of comparison group will you use?

NA

17. Briefly describe the process for identifying and assigning the comparison group subjects.

All incoming youth who are first time offenders, who are on formal or informal probation, and who score within a predetermined level on the Tehama County Risk Assessment Instrument will be randomly assigned to the treatment group through a computer generated assignment system.

18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

First time offender; on formal or informal probation; not a CYA commitment; no long term out of county placements; no documented history of long term mental problems; at risk to reoffend based on Tehama County risk assessment instrument.

19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

Risk assessment score; legal history; drug usage; GPA; school attendance; types of interventions.

20. Will the comparison group be matched to the treatment group in terms of any variables?

No

21. If you answered 'yes' to #20, list the matching variables that will be used.

NA

22. If you answered 'yes' to #20, briefly describe how the comparison group will be matched to the treatment group.

NA

23. If you answered 'no' to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability.

Due to random assignment to treatment and comparison groups.

24. How many subjects will participate in the comparison group during the entire course of the program?

60

TREATMENT GROUP

25. Briefly describe the process for identifying and assigning treatment-group subjects.

All incoming youth who are first time offenders, who are on formal or informal probation, and who score within a predetermined level on the Tehama County Risk Assessment Instrument will be randomly assigned to the treatment group through a computer generated assignment system.

26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

First time offender; on formal or informal probation; not a CYA commitment; no long term out of county placements; no documented history of long term mental problems; at risk to reoffend based on Tehama County risk assessment instrument.

27. List any other independent variables that you will be collecting for treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

Risk assessment score; legal history; drug usage; GPA; school attendance; types of interventions.

28. How many subjects will participate in the treatment evaluation research samples?

60

DESCRIPTION OF THE INTERVENTIONS

29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: "to improve reading level of program participants."

Faster processing of clients. Intensive need based case planning and management. Increased staff contacts (e.g. weekly contact with service providers, school contacts at least twice a week, family visits at least once a week, close to daily contact with probation officer). Drug and alcohol testing (all subjects in treatment group). Child/family involvement in development of case plan which results in contractual agreement.

30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).

Regular probation services for 1st time offender

31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated in the same).

Drug alcohol counseling and mental health services (as needed, based on common diagnostic procedures); periodic assessments throughout duration of program (e.g., administration of standardized achievements tests).